DRAFT GUIDELINES FOR GUIDANCE SERVICES IN MANITOBA SCHOOLS

GUIDANCE TASK FORCE REPORT

1988

PREFACE

In 1986, the Minister of Education authorized the establishment of a committee to prepare guidelines for school guidance programs/services. This project had been recommended by the Curriculum Policy Review Council in light of needs and issues facing school divisions with respect to the provision of guidance services in Manitoba.

Accordingly, a committee was established with representation from major partners in the educational system of Manitoba: Manitoba Education, the Home and School/Parent-Teacher Federation of Manitoba, the Manitoba Teachers' Society, the Manitoba Association of School Superintendents, the Manitoba Association of School Trustees, the Manitoba School Counsellors' Association, the Manitoba Association of Principals, and the university and community college sectors. The committee held a series of meetings from September 1986 to April 1987, reviewing thirty-seven briefs and submissions from a wide variety of community groups and associations. The result of the committee's work is this document which recommends guidelines on minimum program expectations for guidance services in Manitoba schools.

The purpose of these guidelines for guidance services is to provide direction to school divisions so that they may develop responsive, effective, and accountable guidance services and programs at the local level. They are intended to help school divisions and schools assess where they now stand with respect to the provision of guidance services and to determine directions and goals.

As with all other areas of the school curriculum, the responsibility for program development, implementation and evaluation in guidance is shared by Manitoba Education, the local school division and the school itself. These responsibilities are discussed in detail in this document.

These guidelines provide definitions, goals, expectations, and service standards at the provincial level within which administrators, educators, counsellors an others can work at the local level to develop specific guidance services and programs. They emphasize a developmental approach which integrates guidance within the local school program and assists students with their normal development rather than an approach which responds exclusively to specific crises. They also recommend that an interdisciplinary team deliver guidance services and programs. Guidance counsellors provide the leadership for the guidance team--and thus must be well qualified--but <u>all</u> school personnel share the responsibility for providing guidance to all students.

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In addition, appreciation is extended to a number of individuals and groups who also provided data to the committee. A list of these contributors is given in Appendix A.

CONTENTS

GUIDANCE AND THE NEEDS OF CHILDREN 1

GUIDANCE: SOME DEFINITIONS 5

THE GUIDANCE MANDATE 7

DEVELOPMENTAL GUIDANCE TOPICS AND PROGRAMMING 15

DELIVERY OF GUIDANCE SERVICES AND PROGRAMS 21

APPENDICES

A: Submissions to Guidance Task Force 37
B: Guidance Advisory Committee and Management Teams 39
C: Decision Making and Problem-Solving 41

GUIDANCE AND THE NEEDS OF CHILDREN

GUIDANCE AND THE PSYCHO-SOCIAL NEEDS OF ALL STUDENTS

Our society is becoming increasingly complex, and this very complexity is placing increasing stress on children. The diminished authority and influence of such traditionally stabilizing institutions as the family and the church, the threat of nuclear war, economic uncertainty, racism, sexism, the increased influence of television and sex-role confusion are societal factors that cause stress for both children and adults. Added to these are pressures in students' personal lives--unstable family relationships, the separation, loss or death of loved ones; problems relating to sexuality and those relating to preparing for the constantly changing world of work; conflict with the law; chemical abuse or child abuse. Although schools do not exist to solve social problems, they must deal with students who are affected by them and must help those students to develop the strength, skills, values and knowledge to be able to cope with them.

Guidance focuses on the developmental needs of students arising from the demands and pressures of society as well as from the nature of human growth and development. Students at <u>every</u> stage of development have a basic human need for:

- acceptance and membership; (i.e., feeling accepted as a worthwhile member of a group and having meaningful, effective participation in a group);
- the sense of a developing personal competence and power to affect the environment;
- a sense of significance, self-respect and self-esteem;
- attention, respect, affection, and acceptance from adults;
- security and structure;
- an opportunity to reach individual potential through the development of personal capacities and talents;
- goal-setting, planning, and the activity to achieve personal goals.

In addition, it is well known that individuals progress through developmental stages. Within the school system these stages are identified as the Early Years, the Middle Years and the Senior Years. Guidance programs must be congruent with the developmental characteristics and needs of children at each of these levels.

THE EARLY YEARS CHILD (Kindergarten-Grade 4)

Between ages 3-9 years a child is still dependent upon the sensory-motor activities within the immediate physical setting as the basis for learning. However, the Early Years child learns to supplement concrete experiences by using symbolic substitutes such as language and mental images to shape and influence the environment.

Development and learning in the Early Years child are seen as transactional, emphasizing the interaction of children with their environments. The emphasis is upon process, rather than content, and the focus is upon direct play-oriented learning experiences, where exploration, manipulation and language development are encouraged in the process of acquiring specific, age-appropriate concepts.

The Early Years child requires guidance in the following areas:

- learning to relate to others positively;
- developing social behaviour appropriate for group membership;
- developing self-esteem and self-confidence;
- fulfilling the need to be known, appreciated and valued as an individual;
- developing early competence in problem-solving for everyday life situations;
- fulfilling the need for protection (e.g., safety concerns);
- developing the ability to communicate thoughts, needs, concerns, problems, etc.;
- securing individual attention, help and counselling;
- fulfilling the need for a sense of competence in learning (e.g., work habits, study skills, etc.);
- fulfilling the need to experience daily academic success;
- being aware of basic career concepts.

THE MIDDLE YEARS (Grades 5-8)

The Middle Years child is emerging into adolescence, a state characterized by accelerated physical development, rapid fluctuations in feelings, and sometimes by erratic behaviour. The onset of sexual

maturation frequently leads to emotional upset and turmoil. At this time, the peer group takes on added importance as the adolescent begins to achieve a measure of psychological independence from family. Students in the Middle Years are typically curious and active, and their intellectual development ranges from the concrete-manipulatory stage to the abstract conceptual thinking stage.

The guidance needs of the child in the Middle Years include a need for:

- stability and security;
- the development of independence;
- the ability to cope with relationships and peer pressures;
- the ability to recognize individual differences in terms of physical, social, emotional and intellectual development;
- self-understanding and coping with individual changes and differences;
- a sense of personal values and moral standards;
- skills to ensure personal safety;
- an increasing assumption of self-responsibility;
- the development of an understanding of self and others;
- the development of an understanding of personal sexuality;
- the exploration of self and the external world;
- the development of greater self-confidence in order to deal with day-to-day situations and to effect personal and environmental changes;
- an opportunity for initial explorations regarding school program options and career directions;
- the ability to cope with internal psychological pressures such as extremes in mood, loneliness, anger, conflict, etc.;
- the ability to cope with personal problems;
- progress in achieving academic competence in areas such as work habits and study skills.

THE SENIOR YEARS (Grades 9-12)

Students in the Senior Years are emerging into the world of adult roles and responsibilities. A major task of later adolescence is to develop a sense of personal identity and purpose in life while facing many social issues and problems: alienation, chemical abuse and sexuality. The period of the Senior Years is a time of preparation for assuming social roles with respect to work and contribution to society. Students at this stage are generally at the abstract cognitive development level.

Guidance needs at this level include the need to:

- develop a sense of personal identity;
- begin planning for the future;
- develop the capacity for love and commitment on a personal level;
- have assistance in making the transition from school to work or to post-secondary education or training;
- develop a sense of relevance and involvement in one's education;
- cope with anxieties and stress in positive ways;
- develop a moral values system or philosophy of life;
- develop problem-solving and planning skills;
- develop practical life skills for effective participation in the civic and economic life of the community;
- develop new, more mature relationships with parents and family;
- develop social and leadership skills;
- develop a healthy sexuality;

The development of specific types of services and programs to meet these needs will be discussed in the following sections.

GUIDANCE: SOME DEFINITIONS

Following are definitions that are used in this document:

- Student Services: refers to the team which provides support to the student and his or her parents in order to encourage the fullest possible development of the student's potential. This team consists of administrators, teachers, counsellors, resource teachers and other clinical and support personnel, such as social workers, psychologists and speech/hearing therapists.

- The Guidance-Oriented Approach: focuses on open and flexible strategies based on a knowledge of students' developmental needs. The "guidance-oriented approach" is that tance within educational philosophy which focuses primarily on the development of the individual. The guidance-oriented approach...

    - places primary importance on the individual--his/her psychological and emotional needs, feelings, systems of personal meaning, potentialities, life purposes and intentions and so forth.

    - focuses on the enhancement of personal development--for example, self-realization--chiefly through self-exploration, self-understanding and the acquisition of effective problem-solving, decision-making and planning skills.

    - promotes the autonomy of the individual. It stresses the concept that individuals must develop the capacity to solve their own problems and must accept responsibility for their own choices and decisions.

    - seeks to support and assist the individual in confronting and overcoming problems in his or her life situations.

    - is concerned with the individual's relation to others. The guidance-oriented approach inside and outside the classroom promotes social relationships based on responsibility taking and caring for others, honesty, and mutual respect.

- Guidance: refers to the whole range of person-centered services and programs of the school which focus on the educational, career, personal and social development of students. These guidance services are provided chiefly through the processes of counselling, collaboration, consultation and coordination.

- Counselling: refers to the process of assisting students as individuals or in groups with self-understanding, problem solving and decision making in areas of educational, career, personal and social development.

- Consultation: the process whereby staff members work collaboratively, sharing information, resources, and ideas to meet the students' needs. As a systematic problem-solving approach, consultation is directed both at solving immediate problems and at increasing problem-solving ability in the future.

- Coordination: the process of providing leadership in bringing together all appropriate human resources, both school-based and outside agencies, to meet student needs.

The goals for guidance services are based on the needs of all students (K-12), arising both from socio-psychological development and from the characteristics of society. Guidance services and programs are integral elements of the school program.

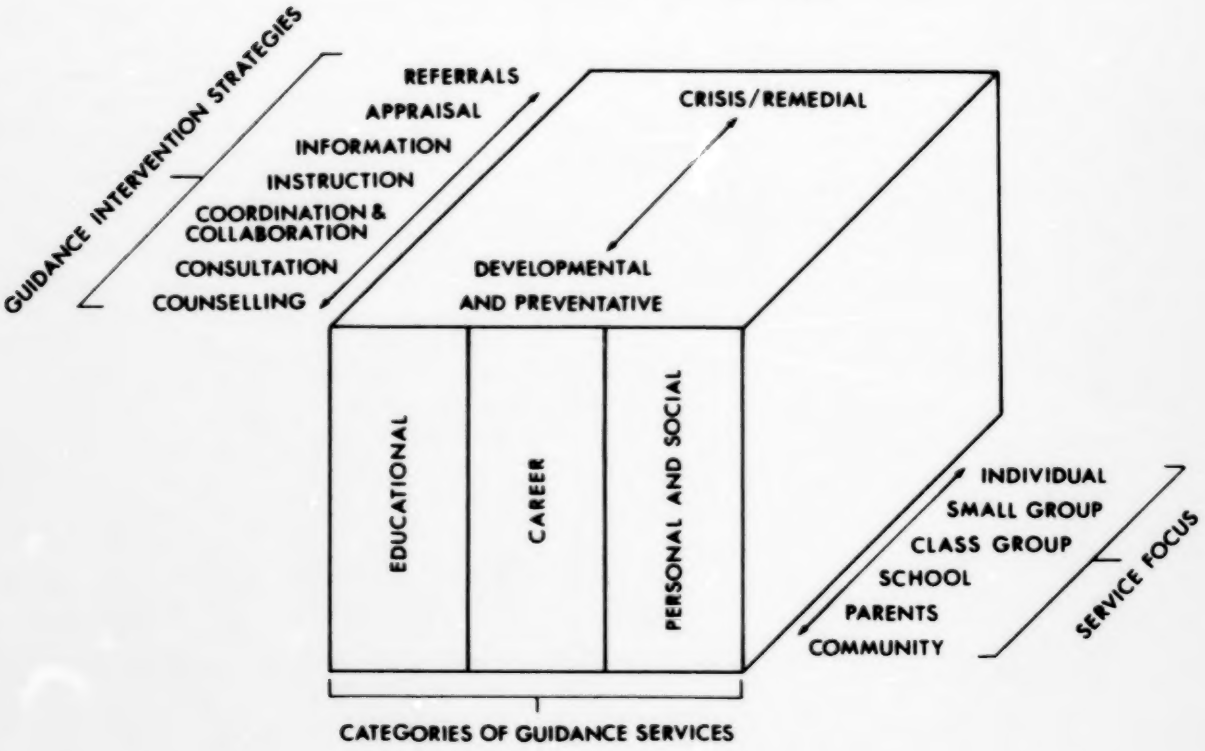
In Figure 1, a model of guidance services is presented wherein the student services team works in both developmental and remedial ways to provide educational, career, personal and social services to a range of clients through a variety of processes, which include principally counselling, consultation, coordination and collaboration.

Guidance programs are conceptualized on a continuum from a developmental approach to a crisis response, where "developmental/preventive" refers to the normal scope and sequence within K-12 education and "crisis/remedial" refers to those emotionally disturbing and sometimes life-threatening problems which must be dealt with immediately.

All school personnel have responsibilities for the developmental/preventive and crisis/remedial needs and concerns of students. Classroom teachers must share on-going responsibility for the guidance of their students; in many cases, they are the first professionals to become involved with students' guidance needs. While the school counsellor provides counselling services, coordination, and consultation for the school's guidance function, there must be an interdisciplinary teamwork approach to the delivery of guidance services and programs. School divisions are strongly encouraged to develop this interdisciplinary approach at the local level.

Guidance services seek to serve the needs of students at various stages of development by focusing on the individual, the small group, classroom groups, the school as a whole, parents and the community.

MODEL OF GUIDANCE SERVICES (K-12)
AREAS OF SERVICE AND INTERVENTION STRATEGIES



THE GUIDANCE MANDATE

The formation and articulation of guidance goals is a process of progressive refinement, elaboration and/or adaptation, beginning at the provincial level and expanding to the school division level and finally to the level of the individual school. Essentially, the Goals of Learning for Manitoba schools give orientation to the goals of guidance services.

The basic guidance mandate for Manitoba public schools is given by the following core learning goals delineated in The Administrative Handbook for Manitoba Schools, Section 202:

"Through the school program the student should demonstrate an increasing ability to...

12. Make informed and rational decisions. This capacity includes increasing ability in the skills of inquiry, analysis, synthesis, and evaluation. These skills involve:

    12.1 gathering and organizing specific factual information, observing events, measuring properties and rates of change, and classifying events, objects, and ideas;

    12.2 assessing information communicated by all forms of expression;
    (a) distinguishing between fact and fiction; primary and secondary sources; correlations and causation; direct statement and implied meaning;
    (b) recognizing bias and prejudice;
    (c) making systematic comparisons.

    12.3 forming and defending an opinion by using a system of logical inquiry;

13. Develop a basic understanding of his/her physical and emotional nature by:

    13.1 recognizing and responding effectively to his/her individual strengths and weaknesses within the context of an expanding range of interests, skills, and abilities;

    13.2 demonstrating an acceptance and understanding of bodily changes and the shifting of social relationships and emotional adjustments associated with the onset of puberty;

    13.3 developing habits which contribute to independent problem solving and responsible behaviour;

    13.4 developing positive ways of dealing with peer group influence, institutional pressure, and bias and prejudice;

14. Exhibit habits of safe and responsible behaviour toward self and others;

15. Develop an understanding of social relationships, and interact effectively with others by:

    15.1 recognizing the interdependence of all people -- people in specialized roles and people in the various roles which the individual plays as a family member, student, worker, and citizen;

    15.2 examining and considering responsible lifestyle choices related to work, society, and family within the context of his/her personal interests, capacities and value;

16. Develop knowledge of, and reasoned pride in, community and in Canada and an understanding and empathy for social and cultural groups different from one's own;

17. Make decisions based on a personal value system which recognizes both the priorities of his/her society and the integrity of the individual;

18. Prepare for a transition from school to employment and/or post-secondary education by:

    18.1 assessing personal interests, values, and capacities related to work and education;

    18.2 understanding the dynamics of group behaviour in a work situation;

    18.3 knowing what prerequisite competencies are needed for a wide range of occupations and educational programs;

    18.4 knowing the available resources for secondary and post-secondary education and/or preparation for work;

    18.5 assessing a variety of projections of social, technical, and economic change that may affect patterns in education and work;

19. Develop the primary knowledge and basic skills needed to enter a chosen area of post-secondary education and/or a chosen area of initial employment."

All areas of the school program play a part in the attainment of these goals. Guidance is the concern of all school staff members. Indeed, such subjects as language arts, social studies, home economics and health in particular have direct and substantial guidance implications.

With respect to specialized guidance services, the Administrative Handbook singles out life skills (sect. 3.02.05) and career development (sect. 3.02.07) as areas for which the school's guidance program has particular responsibilities.

While it is true that all subject areas and all teachers have certain guidance responsibilities, it is also true that a specialized guidance service is necessary and integral to the achievement of the school's mission of educating the "whole child."

GUIDANCE SERVICES GOALS

The goals of guidance services at the local school level are derived from the "Goals of Learning" (given above) and from the nature of guidance as an integral part of the effective operation of the school in promoting the educational, career and personal/social development of students.

To facilitate the student-centered learning goals, the following goals are to be considered in the implementation of guidance services.

The general guidance aims are:

1. to help students develop self-understanding for more effective and self-directed personal planning, decision-making and problem-solving;

2. to assist students in developing the ability to make informed and rational decisions regarding their educational, career, and personal/social development;

3. to provide students with the necessary information required to make informed decisions with respect to personal/social development, career choices, and plans for further education or training.

Subsidiary guidance goals are:

Educational Guidance

1. to facilitate the students' successful academic progress and to ensure that each student obtains the maximum benefit from his/her educational experience;

2. to monitor and support the academic achievement, progress and needs of students;

3. to promote positive, responsive and supportive environments for learning.

Career Guidance

1. to assist students in making a successful transition from school to work or to post-secondary training/education;

2. to assist students in gaining an understanding of opportunities and choices regarding education, training and work;

3. to assist students in developing an understanding of personal interests, abilities, career values and other factors related to career decision-making;

4. to assist students in gaining skills in career planning and decision-making.

Personal and Social Guidance

1. to establish and promote positive staff-student and peer relationships within the school and to promote a positive interpersonal and organizational climate within the school;

2. to provide support and assistance for students with academic or personal/social problems;

3. to identify and intervene in student problems and difficulties affecting school progress;

4. to encourage students to pursue personal and academic excellence and to assist them in developing their optimal individual potential;

5. to help students develop and maintain healthy interpersonal relationships;

6. to improve students' self-understanding and self-esteem.

Institutional Support

1. to promote cooperation and collaboration among the school, homes, agencies and community in providing programs which support and encourage the development of the student;

2. to research, monitor and develop an understanding among staff of the students' personal/psychological and learning needs.

GUIDANCE SERVICES AND PROGRAMS

In order to translate the guidance goals given above into reality, school divisions should prepare and carry out specific and formalized services and programs.

The major school guidance services are:

Counselling

Counselling refers to the process of assisting students as individuals or in groups to attain self-understanding and acquire problem-solving and decision-making skills in areas of educational, career, personal and social development.

Individual Counselling

Students and parents have the right to expect that a concerned and competent professional will be available to provide individual counselling regarding students' needs and concerns.

Group Counselling

In the interest of both efficiency and effectiveness, counselling in groups should be regarded as an essential guidance technique. The school guidance program may offer small-group counselling wherein a professional and competent counsellor facilitates discussion and problem solving on topics related to specific concerns of the individual members.

Consultation

Consultation refers to the process whereby all members of the guidance team work collaboratively to meet student needs through a systematic problem-solving approach, thereby fostering a humane learning environment for all students individually and collectively. Cooperative planning and sharing of ideas and resources results in more effective provision of services for all students.

Coordination

Since there are many sources of assistance available to students both within the outside the school, the guidance service staff is responsible to provide leadership in the coordination of diverse resources to meet student needs.

Instruction

Provision of information or instruction on guidance-related topics appropriate to the developmental concerns and stages of students typically involves class or group discussions and occurs in a wide range of credit or non-credit courses and units. (See pages 15-19 for a discussion of developmental guidance programming.)

Information Services

In administering its guidance mandate, the school is responsible for supplying students, parents and teachers with accurate, up-to-date information on educational, career and personal/social matters (e.g., the function of the high school credit system, course requirements for entrance into the various university programs of study, etc.).

Methods of conveying information to students, parents, and staff include the following:

- publications (pamphlets, bulletins, books, catalogues, magazine articles, etc.)
- films, videos and other audio-visual materials
- information libraries or resource centres
- computerized information
- homeroom sessions
- units within courses
- special presentations, seminars or conferences
- newsletters to the home
- parent conferences
- informal social occasions
- counselling agencies and services

Appraisal/Testing

Student appraisal involves the collection and use of data from such sources as standardized or teacher-initiated tests and inventories to help the student and his/her parents make choices and decisions concerning educational and career matters.

Referrals to and Liaisons with Community Agencies

The community contains a large array of resources upon which the school can and should draw. One element of the school's guidance function is to work collaboratively with community agencies offering complementary services.

Referrals should be made in situations where the resources of the school are inadequate to meet the needs of the student or when the problem or need of the student is considered to lie outside the mandate of the school.

Every school should maintain an up-to-date listing of appropriate local referral or resource agencies, including

- Canada Employment Centres
- Family Services
- Child and Family Services agencies
- services for Native Peoples; Manitoba Indian Education Association
- clergy
- multicultural services
- Child Development and Support Services
- Child Guidance Clinic
- community agencies
- legal and correctional services
- medical services

School counsellors should avoid extending services beyond their capability or resources. Counselling in the school setting should aim at developing the problem-solving potential of <u>all</u> students rather than focusing on the relatively singular needs of the few students who would be better served by more specialized services in the community. The school counsellor plays a pivotal role in mobilizing and coordinating community services and resources available to the school.

DEVELOPMENTAL GUIDANCE TOPICS AND PROGRAMMING

The developmental approach constitutes a major emphasis in guidance programming. It entails the provision of guidance services which respond to and are congruent with the developmental needs and concerns of students at each of the three levels of schooling (Early Years, Middle Years, Senior Years).

Many experts see the processes of rational decision making and problem solving as the central focus in developmental guidance and counselling. Correspondingly, the ultimate purpose of guidance programs within the schools is the development of the individual's ability to apply problem-solving processes to questions of a personal, educational or career nature. (See Appendix C for a description of a rational decision-making and problem-solving processes.)

Designing developmental guidance programming at divisional and school levels involves the following tasks:

- a consideration of the characteristics and needs of the particular learners (age, developmental level, language proficiency, cultural background, etc.);
- the specification of aims and objectives for the particular program;
- the specification of content and methodology (learning activities and group techniques);
- the identification of appropriate resource materials;
- the identification of human resources, including the supporting roles of other members of the guidance team;
- evaluation methods.

The implementation of developmental guidance goals by the schools involves specific programming in areas such as:

- facilitating self-understanding and self-development;
- assisting students with decision-making and problem-solving skills in areas of personal/social, academic career concern;
- facilitating interpersonal and social development;
- assisting students with academic progress and school adjustment;
- facilitating career development and the transition from school to work;

- providing assistance to staff, administrators and parents regarding the guidance needs of their students and children.

Specific components of guidance programming appropriate for each of the three levels of student development are given below.

GUIDANCE PROGRAMMING AT THE EARLY YEARS (KINDERGARTEN-GRADE 4) LEVEL

Educational Guidance includes programs designed to

- build self-confidence and a sense of competence in dealing with academic/educational tasks;
- develop and improve interpersonal communication skills for group membership;
- provide support and follow-up to students with special academic needs.

Career Guidance includes programs designed to

- engender a basic awareness of career-education concepts;
- assist students to recognize personal strengths, abilities and interests;
- facilitate the development of the students' satisfaction in accomplishing cooperative tasks.

Personal/Social Guidance includes programs designed to

- promote self-esteem;
- help students feel appreciated and valued;
- promote self-understanding, understanding of individual differences and communication skills;
- promote basic skills in problem-solving, self-management and decision-making in everyday life situations;
- develop personal safety concepts and skills (e.g., abuse prevention).

GUIDANCE PROGRAMS AT THE MIDDLE YEARS (GRADES 5-8) LEVEL

Educational Guidance includes programs designed to

- help students develop study skills, self-discipline and planning skills;

- help students consider school program options related to career education;

- support potential drop-outs by helping them to develop the ability to cope with academic demands;

- monitor and support students with academic difficulties (e.g., peer tutoring);

- help ensure that students experience success in appropriate academic tasks.

Career Guidance includes programs designed to

- promote the exploration of self, the world of work, future training and education opportunities and other factors related to career planning and decision-making;

- provide linkages between the student and the community and its resources.

Personal/Social Guidance includes programs designed to

- help students understand and cope with the wide range of individual differences at this age level (physical, emotional, social and intellectual). This involves

  - fostering positive self-concepts and increasing an understanding of self and one's personal impact on others;

  - promoting coping skills concerning individual differences, and changes and conflict within oneself;

  - promoting the ability to cope with extreme feelings such as: loneliness, anger, hostility and depression;

  - helping students deal with peer pressures and relationships;

  - promoting an understanding of group processes/dynamics.

- promote skills for coping with home problems (e.g., divorce, separation, alcohol, death, etc.) and the ability to seek stability and security in insecure or unstable environments;

- help students develop responsible independence, leadership skills, and assertiveness;

- help students develop their own responsible morals and values;

- promote greater awareness of, tolerance for, and sensitivity towards individual differences (e.g., colour, race, handicaps, other special needs).

GUIDANCE PROGRAMMING AT THE SENIOR YEARS (GRADES 9-12) LEVEL

Educational Guidance includes programs designed to

- assist students in choosing appropriate academic programs;
- support students in pursuing academic progress or maintaining academic excellence;
- help students plan for post-secondary education;
- assist students in deriving a sense of involvement and relevance from their school experience.

Career Guidance includes programs designed to

- assist students with making decisions, choices, and plans for future work and education;
- help students assess and develop their own vocational interests, strengths and values;
- facilitate the transition to work or further education or training;
- assist students in developing the flexibility needed to cope with the world of work;
- promote awareness of changing social realities concerning occupations;
- assist students to develop interests and pursue leisure time activities;
- involve students in the community outside the school.

Personal and Social Guidance includes programs designed to

- provide students with a structure and a source of assistance for dealing with academic and social problems within the school;
- support students in their developing sense of identity and independence;
- assist students to develop the skills and attitudes necessary for gaining autonomy (e.g., assertiveness, critical judgment, and leadership skills).

- assist students to develop the life skills of problem solving, decision making, time management, priority setting, budgeting and independent living;

- help students understand and cope with interpersonal relationships, including love relationships, and aid in the preparation for family life;

- assist students to develop the necessary skills and attitudes to deal with emotions (e.g., anxiety, rejection, loneliness, alienation, depression, the need for independence, and so forth);

- assist students to develop the necessary skills, knowledge and attitudes to cope with the issue of chemical abuse;

- help build relationships between students (e.g., peer counselling programs);

- encourage students to develop respect for others and support them in adjusting to different environments and cultural groups;

- support student efforts to define and develop a personal philosophy of life, including a sense of values and ethics;

- challenge the student to develop critical thinking skills and apply them to moral values;

- enhance awareness and acceptance of differences in moral values.

DELIVERY OF GUIDANCE SERVICES AND PROGRAMS

SERVICE PRIORITIES AND MINIMUM SERVICE STANDARDS

Every citizen has the right to expect that schools are making opportunities and assistance available to students to obtain maximum benefit from their educational and personal experience. The school division/school has the responsibility to provide appropriate educational programs and services to meet the diverse guidance needs of all students, staff and parents. This involves the responsibility for assessing and assigning priorities to local needs within the context of key provincial minimum standards or expectations regarding the provision of guidance services to all students and their parents. This directive is accompanied by the expectation that:

- schools will offer every student the opportunity to seek clarification, assistance or information from a concerned, knowledgeable, and competent adult within the school setting on career, educational and personal/social issues requiring personal problem solving or decision making. Such adult assistance must be available to assist with support or direction for on-going problem-solving strategies and techniques as well as for immediate problems and crises;

- caring and competent adults in the school will monitor the overall progress of the individual students and will communicate with their parents on a regular basis, particularly if problems begin to emerge;

- the school will provide information and assistance regarding course options and school program placement, exploring their long-range implications;

- the school will provide students and their parents with necessary information and assistance regarding the transition from school to the world of work, further education or training, including information on available options, entrance requirements, job qualifications, financial aid, and so forth;

- every student and his/her parents be granted the opportunity to discuss the student's personal or social problems affecting school progress or adjustment and to be given information concerning sources of assistance, outside the school, as necessary and appropriate.

Accordingly, to meet these expectations, the following guidance services, appropriate to the developmental stage of the student, are necessary:

1. availability of knowledgeable, trained personnel to provide guidance services and programs;

2. an initial survey and report by the school division on student parent and staff opinions concerning current guidance needs and directions (i.e., needs assessment and feedback), to ensure that guidance services are relevant to the needs of students of the Early, Middle and Senior Years, followed by similar surveys as needed;

3. provision of instruction, related to the guidance-oriented "Goals of Learning," on the following themes:

   - decision making
   - self-understanding
   - understanding social relationships and roles
   - responsible lifestyle choices;

4. on-going communication with parents concerning student progress;

5. a program of orientation and counselling for all new students and their parents;

6. a program of orientation and counselling for all students at key transition points:

   - Pre-school to school
   - Early Years to Middle Years
   - Middle Years to Senior Years
   - Senior Years to post-secondary education or work;

7. a program directed at assisting all students to gain mastery of basic study skills;

8. guidance programs and counselling for all students who are experiencing academic difficulty;

9. assistance to students and their parents regarding personal/social problems, including the dissemination of information concerning sources of help outside of the school;

10. guidance programs and counselling for all students who are at risk of not obtaining maximum benefit from their school experience;

11. a K-12 career development program with the following developmental focuses:

    - career awareness and orientation at the Early Years level
    - career exploration at the Middle Years level
    - career information and assistance in planning at the Senior Years level

    This program should integrate the elements of self-understanding, understanding of the world of work, and career decision making;

12. the dissemination of appropriate guidance-related information through means such as libraries, resource centres, classrooms, displays, etc.

PLANNING AND IMPLEMENTING THE GUIDANCE PROGRAM

The annual cycle of guidance management at both divisional and school levels consists of the following elements:

1. developing or reviewing the philosophical framework and statement of the school division's mission or goal concerning guidance delivery in the schools;

2. assessing and analyzing needs, problems and opportunities;

3. setting long- and short-term objectives for guidance programs;

4. determining delivery strategies and mechanisms;

5. carrying out the plans and proposed activities;

6. appraising progress in realizing objectives;

7. setting new objectives.

The planning and delivery of guidance services involving consultation, collaboration and cooperation by all members of the educational team is dependent on a clear definition of roles, responsibilities and program parameters. The effectiveness of a complementary approach requires that

1. objectives are agreed upon by the team;

2. a clear description of required actions, including target dates, are given;

3. staff members' roles and responsibilities are clearly delineated in writing and members clearly understand what performance is expected of them;

4. sufficient team planning and preparation time is allotted;

5. plans and expectations are realistic, specific, and attainable;

6. flexibility, professional autonomy, and accountability are assumed and respected;

7. specific responsibility for supervising the design and conduct of programs is invested in one individual at the school division level (e.g., a supervisor or coordinator of guidance programming);

8. specific review, evaluation and improvement actions take place on a regular, on-going basis, and at least annually;

9. guidance program plans be based both on provincial goal statements and on local needs assessments and goal setting;

10. annual written plans for the guidance offerings be prepared and published at both the divisional and the school level, specifying

    - program objectives
    - program rationale
    - description of activities or methods to be undertaken
    - staff responsibilities
    - time line/schedule/calendar
    - resources and budget requirements
    - methods of evaluation;

11. the master plan for guidance programs and services be assessed or reviewed annually.

Advisory and planning committees can be appointed to provide feedback on guidance programming. (See Appendix A)

RESPONSIBILITIES OF THE MAJOR PARTNERS

The provision of guidance services and programs depends on the collaboration of the guidance team, consisting of

- parents
- teachers
- counsellors
- support personnel such as resource teachers, psychologists, social workers, public health workers, aides and para-professionals and so forth
- administrators
- the school divisions
- Manitoba Education

The development and implementation of guidance programs and services are the responsibility of a variety of partners working together for the guidance of all students, at various stages of development. Specific responsibilities of each participant must, however, be described in some detail.

Responsibilities of Manitoba Education

- assists, coordinates, and provides leadership for guidance program/service development at the provincial level;

- identifies general provincial goals, objectives, and structures for guidance programs and services;
- supports guidance program/service development, implementation and evaluation by providing consultation and financial resources;
- provides curriculum guides and program support for guidance;
- identifies strategies for guidance program/service delivery for particular grade levels and develops detailed support materials on specific topics where necessary;
- identifies and lists approved texts and other learning materials;
- disseminates information;
- develops and maintains the necessary liaisons with other provincial-level service departments and agencies;
- facilitates communication among school divisions.

Responsibilities of the School Division

- sets appropriate goals and objectives in response to the needs of local students and the values and expectations of the local community, consistent with provincial guidelines;
- ensures that guidance programs and services reflect developmental needs of students at the three levels (Early Years, Middle Years, Senior Years);
- provides adequate facilities, personnel and other resources to administer guidance services;
- facilitates the consultative/collaborative team approach to the planning, delivery and assessment of guidance programs and services;
- coordinates, facilitates and supervises the development, implementation and evaluation of its guidance program;
- identifies/designates/assigns staff and orients staff members to their roles, responsibilities and tasks;
- coordinates and facilitates professional development on guidance and the guidance approach;

- develops public relations plans and activities;
- ensures that a system is in place for the evaluation of guidance programs and services.

Responsibilities of the Principal

- sets goals and program objectives at the school level in consultation with the guidance team;
- ensures that the school is offering high quality guidance programs;
- ensures that a team approach to guidance is followed;
- requires/coordinates the development of an annual written guidance plan for the school;
- coordinates the assignment of tasks for the implementation of the school's guidance plan;
- meets with the staff on a regular basis to monitor guidance program progress and to evaluate program effectiveness;
- arranges for the availability of required facilities and resources;
- facilitates professional development on guidance and the guidance approach.

Responsibilities of the Counsellor

- provides leadership and direction in consultation with the principal and guidance team for the school's guidance program through articulated goals and objectives;
- acts as consultant and coordinator of the guidance team, which includes teachers, administrators, parents and outside agencies;
- acts as a liaison person for individuals and for agencies outside the school;
- assists students both as individuals and in groups with their educational, career and personal/social development through counselling, consultation and coordination of resources and services;
- coordinates, facilitates and participates in professional development on guidance and the guidance approach;
- coordinates guidance program evaluation.

Specific role functions of the counsellor include the following:

Services of the Counsellor to Students

- provides programs relevant to student needs (e.g., personal/ social skills development, career education, and life planning, etc.);
- arranges school orientations;
- counsels individuals and groups in self-understanding, problem solving and decision making, encouraging individual excellence, self-fulfillment and social development;
- interprets student assessments;
- assists students in understanding the world of work;
- arranges referral to and follow-up with social agencies.

Services of the Counsellor to School Administrators and Faculty

- coordinates, organizes, administers and evaluates school counselling services;
- develops profiles of school populations (aptitudes, achievements, interests), providing feedback on the curriculum needs of students;
- helps teachers to learn when and how to refer students;
- offers consultation in the application of learning principles and personality development;
- provides consultation in the use of standardized tests;
- prepares case studies on individuals;
- compiles follow-up studies on school graduates;
- assists with placement of students in academic programs;
- coordinates a guidance-oriented approach within the school as a whole;
- assists teachers to incorporate guidance objectives and themes in the regular curriculum;
- assists teachers in dealing with students, both individually and in groups, through understanding the general stages of development and the difficulties of individual students.

Services of the Counsellor to and Partnership with Parents

- offers orientation to the school and its guidance services and programs;
- provides consultation regarding the educational, career and social/personal development of the child;
- initiates dialogue with parents on a regular basis;
- arranges referral to outside agencies where applicable or necessary.

Services of the Counsellor to the Community

- directs liaison with local employers;
- maintains liaison with support staff (Child Guidance Clinic, social agencies, etc.).

Responsibilities of Teachers

- advise and assist with the development and implementation of the school's guidance program;
- collaborate and consult with counsellors and other members of the guidance team regarding the developmental guidance needs of pupils;
- use a guidance-oriented approach to work with the student in the classroom on a daily basis;
- integrate appropriate guidance themes and objectives into the classroom curricula;
- identify and refer students in need of special assistance;
- act as advisors/listeners to individual students;
- participate in in-service programs to enhance their guidance skills;
- communicate with parents on a regular basis.

Responsibilities of Paraprofessionals, Aides and Volunteers

- implement aspects of the guidance program under the supervision of a qualified staff member;
- assist school staff members within the parameters of the school guidance program.

Responsibilities of Parents

- may serve as members of the Guidance Advisory Committee (see Appendix B);
- communicate with school personnel on a regular basis;
- support and participate in school guidance activities;
- provide feedback on guidance services;
- may serve as resources to the guidance program.

In order to make the most effective use of all personnel, skilled and professionally qualified counsellors should not be assigned tasks which could be performed equally well by aides, paraprofessionals or less qualified personnel. A mark of good guidance program management is that skilled counsellors are free to do the work they are specifically qualified to do, while other tasks are delegated to other staff. This demonstrates the principle of making strength productive, thereby also assuring maximum value to the division.

STRATEGIES FOR GUIDANCE DELIVERY

Delivery of guidance services and programs within the school ranges from the basic provision of information on a self-serve basis, to the incorporation of developmentally oriented topics within the classroom to the facilitation of crises responses on a one-to-one basis. The following list, while by no means exhaustive, is meant to illustrate the possible range of program delivery methods.

Basic Information-Giving Approaches:

- availability of information in a resource centre or library;
- distribution of literature (e.g., pamphlets, handouts, etc.);
- displays (e.g., college/university programs, social awareness themes, etc.);
- tours;
- large school/group activities and events (e.g., displays, college/university career days, career symposium, etc.);
- special informational sessions (e.g., Parent Nights, seminars on topics such as: "Orientation to the School," "The Credit System," "Financial Aid," etc.);
- class visitations by guest speakers;
- mini-courses, workshops, or programs (e.g. "Planning Your High School Program," "Study Skills," "Survival in College");

- comprehensive and varied school projects (e.g., focusing on disciplinary problems, racism, career planning, etc.).

Developmental Guidance Approaches:

- homeroom teacher or staff advisor systems;
- conferences, workshops, lectures, seminars, symposia, colloquia, etc. (as single events or in series);
- workbooks (e.g., "Planning Your Career" booklets, etc.);
- optional credit courses (-05 courses or School-Initiated Courses at the High School level);
- group guidance programs and courses at the Middle Years level;
- guidance units or materials within the context of regular classroom teaching (e.g., DUSO kit, or Magic Circle activities);
- guidance orientation within regular curricula (e.g., the health curriculum);
- contract learning (School-Initiated Courses);
- testing programs;
- computerized guidance systems (e.g., CHOICES);

Counselling/Consultation

- peer counselling, teacher aide, or volunteer/facilitator programs;
- group counselling appropriate to specific target groups and needs;
- conferences with staff or parents, consultation sessions or case conferences;
- individual counselling relating to educational and career goals and to specific individual problems.

QUALIFICATIONS OF COUNSELLORS

Schools require well-trained counsellors with suitable personal qualities and specialized professional qualifications which includes teaching certification.

Personal Qualities

Personal characteristics of the successful counsellor as identified by research literature, include:[1]

- interest in people; friendliness;
- patience;
- sensitivity to others' attitudes and reactions;
- emotional stability and security;
- objectivity;
- trustworthiness; dependability;
- personal maturity;
- belief in the value of each individual;
- alertness to the world;
- open-mindedness;
- understanding of self;
- professional commitment;
- professional expertise.

Over the past thirty years research has also identified crucial conditions in the counselling relationship.[2] This research shows that the effective counselling is characterized by

- accurate, empathic understanding of the students' feelings and internal frame of reference;

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[1]Reported in B. Shertzer and S. Stone, Fundamentals of Guidance, 4th ed. (Boston: Houghton Mifflin, 1981), pp. 131-139.

[2]The most noteworthy examples of this research are to be found in the work of Carl Rogers and, particularly, in Charles B. Truax and R.R. Carkhuff, Toward Effective Counselling and Psychotherapy: Training and Practice (Chicago: Aldine, 1967).

- respect, warmth and caring for the individual;
- sincerity or authenticity;
- concreteness and specificity (as opposed to abstractness, or intellectualization).

In addition to these counselling qualities, the role of guidance counsellor demands proficiency in other important skills, including

- the ability to gather and organize information;
- the ability to design curriculum projects;
- the ability to organize and coordinate other professionals;
- leadership abilities;
- communication skills;
- expertise in systematic problem-solving.

Professional Qualifications

Society requires that school counsellors be professionally qualified in order to carry out the complex and specialized function demanded of them. It is recommended that professional counsellors seeking employment in Manitoba schools be required to attain a prescribed minimum level of professional education, with knowledge or experience in the following areas:

- child and/or adolescent psychology;
- organization and administration of guidance services;
- theory and practice of counselling;
- group work;
- career development;
- student appraisal and testing;
- research and evaluation methods;
- a supervised practicum experience.

Importantly, in a multicultural society, counsellors must be well-trained in cultural differences and must be sensitive to the needs of students from a variety of cultural backgrounds.

PRE- AND IN-SERVICE PROGRAMS FOR STAFF INVOLVED IN GUIDANCE

It is imperative that all staff members involved in the provision of guidance services and programs receive the required in-service training and professional development. This includes classroom teachers, who have an important role to play in a school's guidance program. School divisions must ensure that adequate release time and financial support are available to allow members to acquire the necessary information to develop the requisite skills.

In-service education may be provided at the school level, at the divisional level, or at the regional and provincial levels through a variety of methods, including:

- individualized research and study;
- peer consultation groups;
- visitation, exchange and observation opportunities;
- development of local resources or materials;
- conferences, workshops and seminars;
- university courses in faculties of education and in other faculties.

The faculties of education of Manitoba universities have an important role to play in professional development.

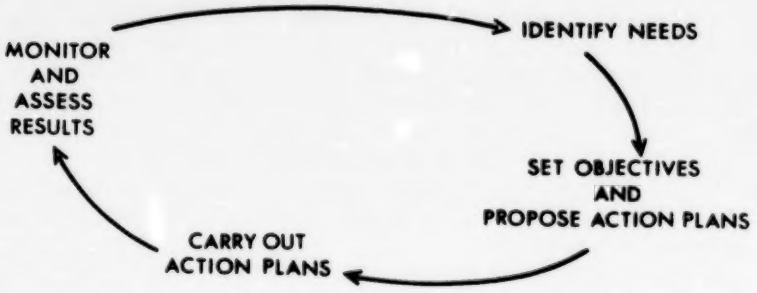
EVALUATION

Program Evaluation

School divisions are responsible for ensuring that guidance services and programs at the school level are evaluated on a regular, on-going basis, and at least annually. Convening on-going evaluation conferences for counsellors and supervisors should be a regular feature of the guidance service.

The purpose of evaluation is the constant improvement of services so that they remain dynamically responsive to the changing needs of students, the school and society. Consequently, evaluation should be seen as an integral part of the cycle of needs assessment, objective setting, and program delivery.

The general model of evaluation can be graphically portrayed:



This cycle can be described at the school level as follows:

1. counsellor and supervisor meet to discuss, in general terms, the goals and objectives for the guidance program;

2. counsellor drafts statements of specific goals and areas of work;

3. counsellor and supervisor together discuss these plans and modify them if necessary;

4. counsellor carries out the plans;

5. counsellor and supervisor confer regularly to monitor progress;

6. counsellor and supervisor confer near the end of the cycle to assess the extent to which the overall guidance program is achieving its purposes and to formulate new statements of needs and objectives.

The evaluation process at both divisional and school levels must itself be evaluated on a regular basis in order to ensure that it is adequate for its purpose.

Staff Evaluation

The purpose of staff evaluation is to improve the counsellor's skills through the identification of ways to improve program and service systems, environments or behaviours. Moreover, staff evaluation must be linked to a concrete plan for individual and group professional development and to specific follow-up objectives and activities. Staff must not be evaluated on criteria which are outside their job descriptions; evaluation must be limited to expectations which have been set forth in advance and which are

clearly understood by the member. Staff being evaluated must play an active role in determining the specifics of the evaluation system.

While many areas of guidance staff evaluation may not differ too greatly from the evaluation of regular teaching, the evaluation of the individual's performance as a counsellor requires the expertise of a well-qualified counsellor educator. Since the skills of counselling are complex and specialized, the evaluation supervisor must be expert in counselling and in assessing the levels of competence of other practitioners.

Methods of staff evaluation include:

- clinical supervision/evaluation by a supervisor who is qualified and competent to evaluate;
- feedback from students and staff, using survey techniques;
- counsellors' logbooks or diaries of activities (taking care to protect confidentiality);
- in-depth research studies on the effectiveness of particular aspects of the guidance program (e.g., the group counselling program, the information service, etc.).

APPENDIX A

SUBMISSIONS TO GUIDANCE TASK FORCE

Thanks is extended to the following individuals and groups who made submissions or supplied data to the Task Force:

Manitoba School Counsellors' Association
St. James-Assiniboia School Division No. 2
St. Boniface School Division No. 4
Seven Oaks School Division No. 10
Agassiz School Division No. 13
Austin Elementary, Pine Creek School Division No. 30
Beautiful Plains School Division No. 31
Souris Valley School Division No. 42
Rolling River School Division No. 39
Frontier School Division No. 48
Swan Valley School Division No. 35
H. Rath (Vocational Industrial Teachers' Association)
G. Doerksen (Coordinator of Special Education, Hanover School Division No. 15)
Fort la Bosse School Division No. 41
Fort Garry School Division No. 5
Assiniboine South School Division No. 3
Maternal and Child Health Directorate (Manitoba Health)
Social Planning Council of Winnipeg
Junior High Counsellors, Seven Oaks School Division No. 10
Staff of the Manitoba Adolescent Treatment Centre
Inner City Junior High School Counsellors
Employment Services and Economic Security
Arborg Parent Council
Gladstone (Junior High level)
Dakota Ojibway Tribal Council
Brandon School Counsellors' Association
Counsellors' Association of River East
Assiniboine South Counsellors' Association
Transcona-Springfield School Division No. 12
Winnipeg Counsellors' Association
Manitoba Association for Cooperative Career and Work Education
Manitoba Intercultural Council
Alcoholism Foundation of Manitoba
Sharon Tefs (Communications Officer, Student Aid))
Vocational Industrial Teachers' Association
Special Education Administrators' Association of Manitoba
Women's Directorate

APPENDIX B

GUIDANCE ADVISORY COMMITTEES AND MANAGEMENT TEAMS

A well-planned Guidance Advisory Committee may make a contribution to the school division's program.* The basic function of such a committee would be to review the division's guidance services and programs and to advise and make recommendations concerning their operation. Its mandate might include specific objectives:

- to assist in needs assessments
- to assist in framing goals and objectives
- to decide upon priorities among the goals and objectives
- to propose and organize activities and projects
- to assist in the implementation of activities and projects
- to determine methods of evaluation
- to propose program revisions

The membership of an advisory committee might consist of 8-12 individuals drawn from groups such as:

- instructional staff
- school administrators
- school counsellors
- students
- parents (Home and School/Parent-Teacher Federation)
- local health personnel
- support personnel such as resource teachers, psychologists or social workers
- community members (especially drawn from such groups with an active concern for children and youth; e.g., clergy, business sector, law enforcement officers, recreation workers, etc.).

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* See the Canadian School Trustees' Association's "Report on Guidance Services," 1980, Resolution 18D, which recommends that school divisions establish local community-based advisory committees in the area of guidance.

Along with a Guidance Advisory Committee that included parents and students as well as professional staff members, school divisions may find it useful to create a Guidance Management Team with representation from key personnel such as school superintendents, directors of student services, selected principals and counsellors. The purpose of this group would be to act as a "think tank" to solve critical problems and to serve as consultants to the superintendents and school boards on matters related to the management of guidance within the division.

APPENDIX C

DECISION MAKING AND PROBLEM SOLVING

Developmental guidance programs frequently focus on the decision-making and problem-solving processes.

Gelatt and Brew* identify six major ingredients of the decision-making process:

- IDENTIFY CRITICAL DECISION POINTS.
- RECOGNIZE AND CLARIFY PERSONAL VALUES.
- IDENTIFY ALTERNATIVES AND CREATE NEW ONES.
- SEEK, EVALUATE AND UTILIZE INFORMATION.
- TAKE RISKS.
- DEVELOP STATISTICS FOR DECISION-MAKING.

Brammer** outlines specific steps in the rational problem-solving process:

- STATE OR CLARIFY THE PROBLEM.
- TRANSLATE THE PROBLEM INTO GOAL STATEMENTS.
- DETERMINE AND EXPLORE ALTERNATIVES.
- GATHER RELEVANT INFORMATION.
- EXPLORE IMPLICATIONS AND CONSEQUENCES OF ALTERNATIVES.
- CLARIFY VALUES THAT UNDERLIE PERSONAL CHOICES.
- RE-EXAMINE GOALS.
- DECIDE ON AN ALTERNATIVE.
- TRY OUT THE ACTION PLAN.
- RE-EVALUATE IN THE LIGHT OF NEW INFORMATION OR CHANGING CIRCUMSTANCES.

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*H. Gelatt and S. Brew, Teaching Personalized Decision-Making (San Jose, CA: Santa Clara County Schools, 1980).

**L. Brammer, The Helping Relationship: Process and Skills, (Englewood Cliffs, NJ: Prentice-Hall, 1985), pp. 122-123.